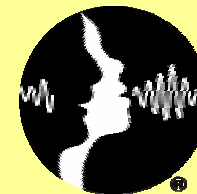


LITERACY AND COMMUNICATION

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**Expectations From Kindergarten Through
Fifth Grade: A Presentation for Teachers,
Administrators, Parents and the Community**



**AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION**

When children begin formal schooling, teachers have certain language and communication expectations of them at each grade level. Ultimately, they are expected to become capable listeners, speakers, readers, and writers as they progress in school.



Although skills overlap across grade levels, skills learned earlier are expected to become more automatic and advanced with each grade.



This presentation presents the Benchmarks for Learning expectations in Communication which impact Literacy.



Benchmarks For Learning

Grades Kindergarten Through Fifth

Although each child is unique in his or her development, there are typical expectations for literacy and communication at each grade level.



Kindergarten

By the end of kindergarten, most children have gained the following literacy and communication skills expected in:

- listening**
- speaking**
- reading**
- writing**



Listening (Kindergarten)

- **Follow 1-2 simple oral directions in a sequence**
- **Listen to and understand age-appropriate stories read aloud**
- **Follow a simple conversation**



Speaking (Kindergarten)

- Answer simple “yes/no” questions
- Produce speech that is understood by most people in their environment
- Answer open ended questions (e.g., “tell me, what did you do at Grandma’s?”)



Speaking (Kindergarten cont.)

- Use many types of sentences to express needs and thoughts, and to give or ask for information
- Participate appropriately in conversations (e.g., turn-taking, staying on topic)
- Show interest in and initiate conversation



Reading (Kindergarten)

- Understand that reading a book in English occurs from front to back, top to bottom, and left to right
- Understand that spoken words are composed of speech sounds
- Identify words that rhyme



Reading (Kindergarten cont.)

- **Compare and match words based on their sounds**
- **Understand that letters represent speech sounds and match many sounds to letters**
- **Identify upper and lower case letters**



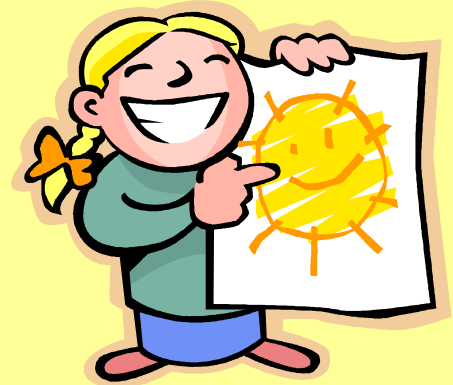
Reading (Kindergarten cont.)

- Recognize some words by sight
- “Read” a few picture books from memory
- Imitate reading by looking at pictures



Writing (Kindergarten)

- Print own first and last name
- Draw a picture that tells a story, and label and write about the picture
- Write upper and lower case letters of the alphabet with some legibility



First Grade

**By the end of first grade,
most children have gained the
following literacy and
communication skills
expected in:**

- listening**
- speaking**
- reading**
- writing**



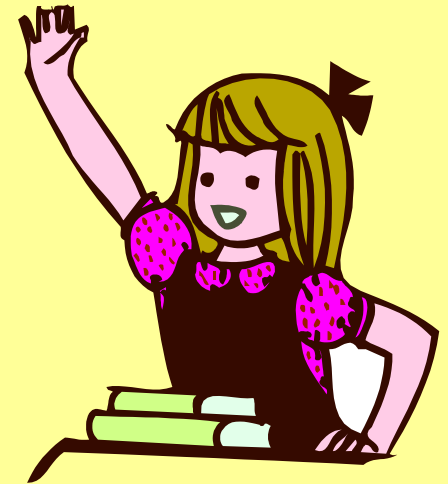
Listening (First Grade)

- **Demonstrate listening comprehension in recalling information and responding to instruction**
- **Follow 2-3 directions in a sequence**



Speaking (First Grade)

- Answer more complex “yes/no” questions
- Produce all English sounds with understandable speech
- Tell and retell stories and events in a logical order
- Express ideas with a variety of complex sentences



Speaking (First Grade cont)

- Use most parts of speech (grammar) correctly
- Ask and respond to “wh” questions in small group settings (who, what, where, why, when)
- Stay on topic and take turns in conversation
- Give directions
- Initiate conversations



Reading (First Grade)

- Create rhyming words.
- Identify all sounds in short words
- Blend separate sounds to form words
- Match spoken words with print
- Apply knowledge of how print is organized and read (e.g., read from right to left and top to bottom in English)

The cat in the hat



Reading (First Grade cont.)

- Have a sight vocabulary of 100 common words
- Read grade-level material fluently
- Indicate understanding of material read
- Identify letters, words and sentences
- Sound out words when reading



Writing (First Grade)

- Express ideas through writing
- Print clearly
- Spell frequently used words correctly
- Begin each sentence with capital letters and use ending punctuations
- Write a variety of short compositions (e.g., stories, journal entries)



Second Grade

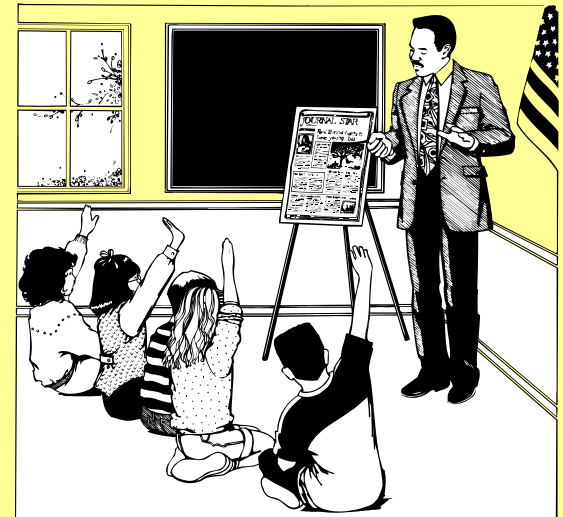
By the end of second grade, most children have gained the following literacy and communication skills expected in:

- **listening**
- **speaking**
- **reading**
- **writing**



Listening (Second Grade)

- Follow 3-4 oral Directions in a sequence
- Demonstrate understanding of direction words (e.g., location, space, and time words)
- Indicate understanding of a grade-level story read aloud by answering questions



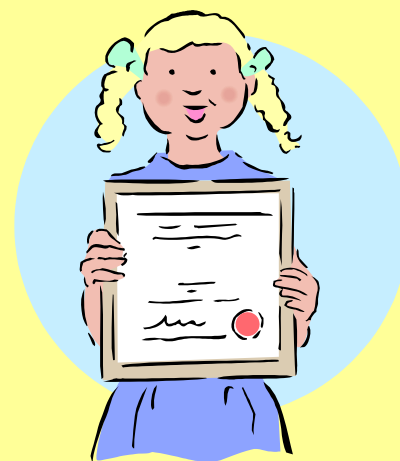
Speaking (Second Grade)

- Produce all English sounds using speech that is understood by unfamiliar listeners
- Answer more complex “yes/no” questions
- Ask and answer “wh” questions (e.g., who, what, where, why, when)



Speaking (Second Grade cont.)

- **Use increasingly complex sentence structures in oral communication**
- **Clarify and explain words and ideas**
- **Give directions with 3-4 steps**



Speaking (Second Grade cont.)

- Use oral language for different purposes: to inform, to persuade, to entertain
- Stay on topic, take turns, and use appropriate eye contact during conversation
- Open and close conversations appropriately



Reading (Second Grade)

- Have fully mastered phonics/sound awareness
- Use phonics strategies when reading (associate speech sounds, syllables, words, phrases, with their written forms)
- Recognize many words by sight
- Re-read and self-correct when necessary



Reading (Second Grade cont.)

- Use meaning clues when reading (e.g., pictures, titles/headings, information in the story)
- Locate information to answer questions
- Explain key elements of story (e.g., main idea, main characters, plot)
- Use own experience to predict and justify what will happen in grade level stories



Reading (Second Grade cont.)

- Read, paraphrase/retell a story in a sequence
- Read grade-level stories, poetry, or dramatic text silently and aloud with fluency
- Read spontaneously
- Identify, and use spelling patterns in words when reading



Writing (Second Grade)

- Write legibly
- Use a variety of sentence types in writing essays, poetry, short stories (fiction and nonfiction)
- Organize writing to include beginning, middle, and end



Writing (Second Grade cont.)

- Use basic punctuation and capitalization appropriately
- Spell frequently used words correctly
- Progress from inventive spelling (e.g., spelling by sound) in independent writing to more accurate spelling



Third Grade

By the end of third grade, most children have gained the following literacy and communication skills expected in:

- listening**
- speaking**
- reading**
- writing**



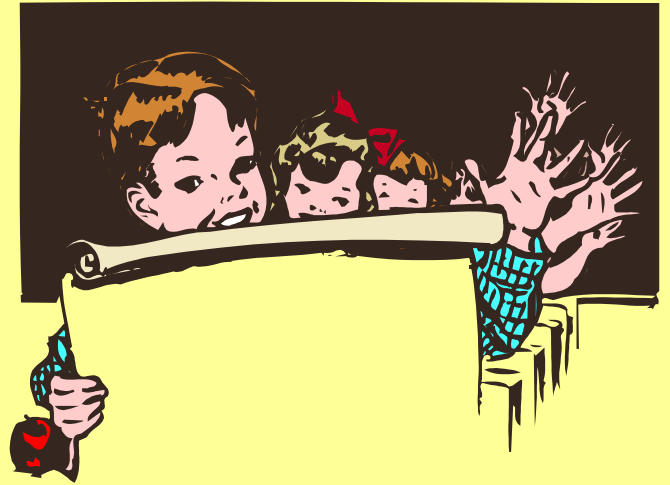
Listening (Third Grade)

- **Listen attentively in group situations**
- **Comprehend grade-level content material**



Speaking (Third Grade)

- **Speak clearly with an appropriate voice**
- **Ask and respond to questions from others**
- **Use clear and specific vocabulary in conversations and classroom discussions**
- **Use subject-related vocabulary**



Speaking (Third Grade cont.)

- Stay on topic, use appropriate eye contact, and take turns in conversation
- Summarize a story accurately
- Explain what has been learned



Reading (Third Grade)

- **Demonstrate full mastery of basic phonic patterns**
- **Use word analysis skills when reading**
- **Use clues from language content and structure to help in understanding what is read**
- **Predict and justify what will happen next in stories; compare and contrast stories**



Reading (Third Grade Cont.)

- Ask and answer questions regarding reading material
- Use acquired information to learn about new topics
- Read grade-level books fluently (fiction and non-fiction material)
- Reread and correct errors when necessary



Writing (Third Grade)

- Plan, organize, revise, and edit
- Include details in writing
- Write stories, letters, simple explanations, and brief reports
- Spell simple words correctly; correct most spelling independently; use dictionary to correct spelling
- Write clearly in cursive



Fourth Grade

By the end of fourth grade, most children have gained the following literacy and communication skills expected in:

- listening
- speaking
- reading
- writing



Listening (Fourth Grade)

- **Listen to and understand information presented by others**
- **Form opinions based on evidence**
- **Listen for specific purposes**



Speaking (Fourth Grade)

- Use words appropriately in conversation
- Use language effectively for a variety of purposes in different situations
- Understand some figurative language (e.g., “the forest stretched across...”)
- Participate in group discussions
- Present accurate directions to others



Speaking (Fourth Grade cont.)

- **Summarize and restate ideas.**
- **Organize information for clarity**
- **Use subject area information and vocabulary (e.g., social studies) for learning**
- **Make effective oral presentations**



Reading (Fourth Grade)

- Read for specific purposes.
- Read grade level books fluently
- Use previously learned information to understand new material
- Follow written directions
- Take brief notes



Reading (Fourth Grade cont.)

- Link information learned to different subjects
- Learn meanings of new words through knowledge of word origins, synonyms, and multiple meanings
- Use reference materials (e.g., dictionary)
- Explain the author's purpose and writing style



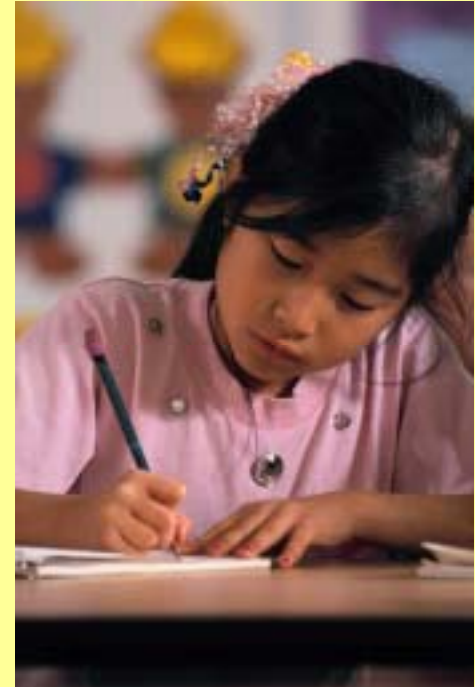
Reading (Fourth Grade cont.)

- Read and understand a variety of types of literature, including fiction, nonfiction, historical fiction, and poetry
- Compare and contrast in content areas.
- Make inferences from texts
- Paraphrase content, including the main ideas and details



Writing Fourth Grade

- Write effective narratives and explanations, including several paragraphs about the same topic
- Develop a plan for writing, including a beginning, middle, and end
- Organize writing to convey a central idea
- Edit final copies for grammar, punctuation, spelling



Fifth Grade

**By the end of fifth grade,
most children have gained
the following literacy and
communication skills
expected in:**

- listening**
- speaking**
- reading**
- writing**



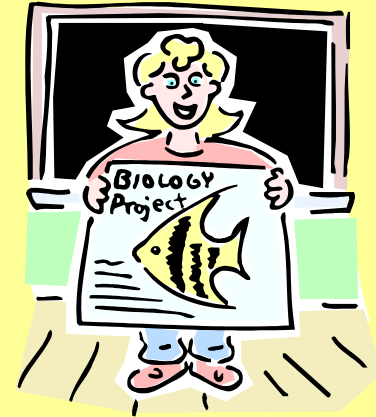
Listening (Fifth Grade)

- **Listen and draw conclusions in subject area learning activities**



Speaking (Fifth Grade)

- Make planned oral presentations appropriate to the audience
- Maintain eye contact, use gestures, facial expressions, and appropriate voice during group presentations



Speaking (Fifth Grade cont.)

- **Participate in class discussions across subject areas**
- **Summarize main points**
- **Report about information gathered in group activities**



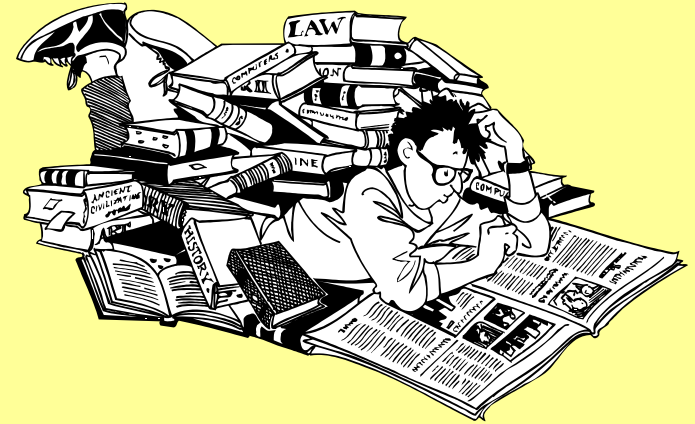
Reading (Fifth Grade)

- Read grade level books fluently
- Learn meanings of unfamiliar words through knowledge of root words, prefixes, and suffixes
- Prioritize information according to the purpose of reading



Reading (Fifth Grade cont.)

- **Read a variety of literary forms**
- **Describe development of character and plot**
- **Describe characteristics of poetry**
- **Analyze author's language and style**
- **Use reference materials to support opinions**



Writing (Fifth Grade)

- Write for a variety of purposes
- Use vocabulary effectively
- Vary sentence structure
- Revise writing for clarity
- Edit final copies



Conclusion

By the end of the fifth grade, most students have gained the skills necessary to be successful in literacy and communication.



Questions and Answers

